A STUDY OF STUDENT'S OPINIONS CONCERNING THE CHANGE FROM PEMBROKE STATE UNIVERSITY TO THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

A Thesis

Presented to

the Chancellor's Scholars Council

of Pembroke State University

In Partial Fulfillment

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the Chancellor's Scholars Program

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by

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Faculty Advisor's Approval Bob Montgomery

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I. INTRODUCTION

The purpose of this research is to measure the opinions of students at Pembroke State University concerning the proposal to change the name of the school to the University of North Carolina at Pembroke. The idea of changing the name of the school is not a new one. The name of the school was changed several times before reaching its present state. Lately, there has been talk about changing the name of the school once again. Whether the name should be changed is not the purpose of this project. Instead, this paper will try to measure the opinions of different sections of the student body.

II. HISTORY, ADVANTAGES, AND DISADVANTAGES

Changing the name of a university is a very big step. However, this is something that Pembroke State University has done several times before. Originally, PSU started out as the Croatan Normal School. Over twenty years later the name was changed for the first time. In 1911 the name became The Indian Normal School of Robeson County. This name did not stick either. Two years later the name changed to The Cherokee Indian Normal School of Robeson County. Finally, in 1941 the name moved toward its present state. The name remained Pembroke State College for Indians, until 1949, when the name was shortened to Pembroke State College. Then in 1969 the school was designated as a regional university, and thus the name was changed to Pembroke State University (Eliades 6). The issue of changing the name of the school to the University of

North Carolina at Pembroke was brought up in 1984. At that time the PSU Board of Trustees was in favor of the name change, but there was a lack of community support. The request was therefore denied by the UNC Board of Governors (Oxendine 4A). Now, there is a push by Chancellor Oxendine and others within the university to change the name once again.

The people who favor the name change feel that a name change will be advantageous for the university. The largest advantage that many people feel Pembroke will receive from a name change is an increased affiliation with the University of North Carolina system. This increased affiliation will then lead to a better reputation for the university. Pembroke State University has been a part of the UNC system for over 25 years, but there are many people who do not know this. The name change will assure that everyone is aware of the affiliation. In turn, it is believed that the increased affiliation will lead to increased enrollment and better retention of students. Both enrollment and retention have been a problem recently for PSU. A name change could help to curb these problems. Lastly, there are many people who believe that a name change will create a better attitude on the part of the students and the public toward the university.

Along with the name change, Pembroke will receive increased name recognition. This name recognition will help students who are graduating and entering the job market. Employers outside of this area are not likely to recognize Pembroke State University, but they will recognize the name University of North Carolina. Anything that will help a graduating senior find a job is greatly appreciated by the student, and many students

within the university feel that this name change could give them an added edge when looking for a job.

Although there are many advantages to the name change, there are some reasons people do not want the name change. The main reason offered against the name change is the loss of the heritage associated with P.S.U. Many people who have been affiliated with the university for many years do not want the name to change because they want to preserve the long history of the university. These same people also feel that a name change will take away the individuality that the school has enjoyed throughout its history. By changing its name, Pembroke State University will become just another one of the universities of North Carolina. To many people the loss of heritage and individuality is a suficient reason to oppose the name change.

III. SURVEY: POPULATION AND HYPOTHESIS

The purpose of this paper is not to say that the name should or should not be changed. Rather, the purpose is simply to measure the opinions of the student body. When looking at the issue of a name change there are many directions from which the problem can be approached. However, it would be far too broad of an area to be covered in just one paper. Therefore, it was necessary to concentrate on one aspect of the name change. The aspect that seemed to be the most relevant was the opinions of the students at Pembroke State University. After all, it is the students who will be affected the most

by a name change. Therefore, a survey was constructed that would attempt to cover all of the variables that might affect the opinions of students.

A pool of variables was collected, and nine were chosen from it and incorporated into survey questions. (See Appendix B) These nine were viewed as the most crucial in determining the opinions of students about a name change at Pembroke State University:

1. The classification of the student.
2. Where the student intends to graduate.
3. Expected date of graduation.
4. The status of the student. (Commuter or Resident)
5. The place of the student's origin.
6. Where the student plans to reside in the future.
7. The race of the student.
8. The gender of the student.
9. The age of the student.

The first question on the survey asked students for their classification. This variable was chosen because it was expected that there would be a discrepancy between underclassmen and upperclassmen. It was hypothesized that juniors and seniors would be more likely to favor a name change than the freshmen and sophomores. The upperclassmen are getting ready to look for jobs in the work force, and therefore, they will want the university to have a more widely known name. Any little thing that could help a student to get a job is very beneficial. Freshmen and sophomores, on the other hand, are not yet concerned as much about finding a job. For the most part, they are more concerned about class tomorrow then they are about graduation.

The next question on the survey looked into the differences between students who intend to graduate from Pembroke State University and those who intend to transfer. It was felt that their intentions about this matter would be vital to their opinion about the

name change. Students who plan to graduate from this institution should be more concerned about having the name changed because they will probably want their degree to be more widely recognized. On the other end of the spectrum, the students who do not intend to graduate from this university will probably have no opinion about the name change. It was not anticipated that they would agree or disagree; rather it was felt that they simply would not care.

Expected graduation date was next on the survey. The result of this question was expected to be similar to the result on the classification question. It should be similar in that students who are graduating sooner will be more likely to be concerned about the name that appears on their diploma. However, students who do not plan to graduate for some time tend to be apathetic when it comes to matters that will not concern them until graduation.

The fourth part of the survey was concerned with the student's residence status. Commuting students are more likely to live in the area, and they are more likely to have a connection with the current school name. However, resident students tend to be from further away, and they do not have a connection with the traditions of the school. Although this is not true for all cases, it was suggested that the commuters would be more concerned with the heritage and preserving the name of the university than the resident students.

The origin of students is the next variable that could affect their opinions. If students are originally from Robeson County, then they should be more likely to be against the name change. The long term relationship that these students have had with

the university would likely create an atmosphere in which they would want to preserve the name. Students from outside Robeson County would be less likely to have this attachment to the name of the university, and thus would have fewer reservations about changing the name.

Another variable that could affect students' opinions is their future residency. One of the big aspects of why students attend or graduate from a certain university is the name recognition of a university. This is especially important if the person plans to move out of the immediate area to settle down. People who plan to reside in Robeson County after graduation would be less likely to care about name recognition since everyone in Robeson County knows about Pembroke State University.

This university has the benefit of racial diversity. This university has large white, black, and Native American populations. The subject of racial diversity will comprise the next variable. The hypothesis is that all of the races will favor the name change, but the Native American students will be less in favor than whites or blacks. This outcome is likely to occur due to the American Indian tradition of the university. The school was originally started to educate a Native American population. Native American students may feel that if the name is changed then they will lose a little bit of that heritage. Each time that the name of the university has been changed it has seemed to move away from the Indian heritage, and this name change would seem to move even further away from that heritage.

The eighth variable on the survey was gender. Heading into this survey there were no pre-conceived notions about who would favor the name change more. This was more of an exploratory question just to see if there would be a difference.

The final variable was the age of the respondent. Older students tend to be more concerned about graduation and the status of their institution. It is expected that older students will view change more favorably than the younger students.

VI. SURVEY: HOW AND WHEN IT WAS DONE

This survey was conducted during the spring of 1996 by telephoning a random sample of two hundred Pembroke State University students. This random sample was selected using a listing of all students and a random number table. The use of a random number table gave each student the same non-zero probability of being chosen for the study.

After the data was collected the survey responses were converted to numbers which are shown in the code book. (See Appendix A) These numbers allow for the responses to be entered into the computer for calculations. An example of how this is done can be seen by looking at the question of race. The response of white is represented by a "0." A response of black is entered as a "1," and Native Americans were shown as a "2." These numbers are not actually involved in the calculations. Instead they are used to represent a response. Next, these numbers are entered as one line into the SAS program that exists here on campus. After all the data was entered into the computer, a

Proc Frequency test was run to see what percentage of respondents fit into each category. (See Appendix C) The Proc Frequency test does not evaluate the data. It simply states the number and percentage of students that responded to each question category. Next, an ANOVA test was used to determine whether there is a difference in the dependent variable based on the independent variable. The independent variables that did show a significant difference were then cross tabulated. These cross tabulations then allowed for a determination of which independent variables seem to have an affect on a student's opinion concerning the name change.

V. RESULTS

The Proc Frequency test allowed for a comparison between the percentages obtained from this research and actual percentages present on campus. The following tables compare this sample population with the available percentages present during the fall of 1994:

GENDER

	Sample Population	Total Population
Male	30%	39.6%
Female	70%	60.3%

RACE

	Sample Population	Total Population
White	53%	60.9%
Black	20%	12.9%
Native American	24.5%	23.9%

CLASSIFICATION

	Sample Population	Total Population
Freshmen	23%	24.2%
Sophomores	21%	19.6%
Juniors	29.5%	17.9%
Seniors	20.5%	22%
Graduate Students	5.5%	11.4%

The Proc Frequency test also resulted in some results that may seem surprising. One of the most surprising results of the Proc Frequency test was concerned with the student's intentions to graduate from Pembroke State University. There was 20% of respondents who said that they were intending to transfer to another university. This really magnifies a problem that the university has been trying to solve for many years. That problem is the loss of students after one or two years at Pembroke. Many people feel that the name change may be a way to curb this disturbing trend.

Both the classification question and the expected date of graduation question produced well-distributed results. In the classification section each class, except for the graduate students, comprised over 20% of the total. In the expected date of graduation question, the smallest number of respondents were the students who had already finished in December of 1995 while the largest number of students expected to graduate in 1997.

Over half of the students surveyed were on-campus residents, while only approximately 40% were commuter students. An overwhelming 72.5% of the sample population of students were not from Robeson County. Eighty percent of the students planned to reside outside of Robeson County following graduation and 19% planned to remain in the Robeson County area. Fifty-three percent of the students surveyed were

white while the black and Native American respondents comprised 20% and 24.5%, respectively. The sample population contained over twice as many females as males, and the majority of students surveyed were between the ages of 20 and 22 years of age. In response to the final question: 55.5% strongly agreed, 24% agreed, 5.5% had no opinion, 9% disagreed, and 6% strongly disagreed. (See Appendix C)

Following the Proc Frequency tests, the results from the Analysis of Variance Tests (ANOVA) were conducted to obtain the P-values for each of the variables. The dependent variable was the student's response to the question of a name change. The results of the tabulated ANOVA P-values are as follows: for the variable classification, a P-value of 0.1225 was calculated; the students intention to graduate resulted in a value of 0.0156; expected date of graduation had a value of 0.6148; students' residence status concluded with a P-value of 0.0094; the P-values for place of origin and future residency were 0.0001 and 0.0648, respectively; the variable race resulted in a value of 0.0023; the P-value 0.1905 was determined for gender, and finally, the variable age had a P-value of 0.3575. (See Appendix D)

Variables with P-values less than 0.05 showed enough difference in the dependent variable based on the independent variable to warrant a cross tabulation. However, variables with higher values than 0.05 were not cross tabulated. Four of the variables resulted in P-values lower than 0.05.

The cross tabulations of students intentions with the dependent variable resulted in the following: of the 73% of students who intend to graduate from P.S.U., 60.96% strongly agreed with having the university change its name, while only 4.79% strongly

disagreed. Of the 20% of the students who intend to transfer, only 40% strongly agreed while 2.5% strongly disagreed.

The cross tabulations of status and response produced the following results: of the 62% of students who were surveyed as residents 63.06% strongly agreed and 3.25% strongly disagreed; of the 35.5% commuters, 35.14% strongly agreed and 8.45% strongly disagreed.

Cross tabulations with origin and response produced the following results: of the 27.5% originally from Robeson County, 36.26% strongly agreed while 12.73% strongly disagreed; and , of the 72.5% not from Robeson County, 62.76% strongly agreed with a name change and 3.45% strongly disagreed.

Finally, a cross tabulation performed between race and response showed: of the 53% of white students, 64.15% strongly agreed and 4.72% strongly disagreed. Of the 20% who are black, 52.5% answered that they strongly agreed and 2.5% strongly disagreed. Of the 24.5% Native Americans, 38.78% strongly agreed and 10.2% strongly disagreed. (See Appendix E)

The hypothesis about students' intention to graduate seemed to be supported by the facts that were discovered in this survey. The students who did intend to graduate from this university were heavily in favor of a name change with very few opposing the change. On the other hand, students who were intending to transfer were still in favor of the name change, but they felt less strongly about the name change.

When the results of the residence question were compared to the original hypothesis, it also seemed to be supported by the data. Once again, all respondents were

in favor of the name change, but the residents seemed to be more in favor of the name change than the commuters were. This data gives some weight to the hypothesis that was stated before the study.

The cross tabulation with origin and response produced data that correlated with the hypothesis that was stated earlier. The people from Robeson County were in favor of a name change, but they were by far less in favor of the name change than people who were from outside of Robeson County.

Lastly, the cross tabulation of race showed all groups to be in favor of the name change, but as hypothesized the whites and blacks were more in favor of the name change than the Native Americans were. There was an almost 30% difference in the strongly agree response between the whites and the Native Americans, and a 15% difference between the blacks and the Native Americans.

When compared with the results that Dr. Warren Baker, Director of Institutional Research, received from his study, the two come surprisingly close as far as overall response. Since his questionnaire had only three responses in the form of agree, disagree, and no opinion, the category of strongly agree was combined with agree and the category of strongly disagree was combined with disagree to make the possible responses comparable. When the results were compared in this way it was very clear that both set of results were close. His study resulted in a 76% approval percentage, and this study resulted in an almost 80% approval rate.

VI. CONCLUSION

The results of this and other research have shown an overwhelming favorable response by the students about the proposed name change. However, there is a significantly less favorable response by the Native American population. Hence, the need for the type of sensitivity that has been shown by Chancellor Oxendine to their concerns. Nevertheless, the majority of students favor the name change on the grounds that it will be good for the university.

BIBLIOGRAPHY

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PSU Fact Book. Pembroke N.C.: The Office of Institutional Research, 1995.

APPENDIX A

Code Book:

Class
0-Freshmen
1-Sophomore
2-Junior
3-Senior
4-Graduate Student
8-No Response

Intent
0-Graduate from P.S.U.
1-Transfer
2-Other
8-No Response

Expected
0-1995
1-1996
2-1997
3-1998
4-1999
5-2000
8-No Response

Status
0-Resident
1-Commuter
8-No Response

Origin
0-From Robeson County
1-Not From Robeson County

Reside
0-In Robeson County
2-Out of Robeson County
8-No Response

Race
0-White
1-Black
2-Native American
3-Other
8-No Response

Gender
0-Male
1-Female

Age
0-17-19
1-20-22
2-23 and Over
8-No Response

Response
0-Strongly Agree
1-Agree
2-No Opinion
3-Disagree
4-Strongly Disagree

APPENDIX B

Instructions: Please respond to the following questions.

1. What is your classification?
   ____ Freshman ____ Junior ____ Graduate Student
   ____ Sophomore ____ Senior

2. Is it your intention to:
   ____ Graduate from this institution
   ____ Transfer to another institution to graduate
   ____ Other

3. What is your expected date of graduation?
   ____ 1995 ____ 1997 ____ 1999
   ____ 1996 ____ 1998 ____ 2000

4. What is your residency status?
   ____ Resident ____ Commuter

5. Are you originally from Robeson County?
   ____ Yes ____ No

6. Do you plan to reside in Robeson County following graduation?
   ____ Yes ____ No

7. Please specify race.
   ____ White ____ Black ____ Native American
   ____ Other

8. What is your gender?
   ____ Male ____ Female

9. What is your age?
   ____ 17-19 ____20-22 ____ 23 and over

10. Please respond to the following statement.

    Pembroke State University should change its name to the University of North Carolina at Pembroke.
    ____ Strongly Agree ____ Agree ____ No Opinion
    ____ Disagree ____ Strongly Disagree

11. Why do you feel this way?_____
_____
_____
_____
_____

APPENDIX C

CLASS	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	46	23.0	46	23.0
1	42	21.0	88	44.0
2	59	29.5	147	73.5
3	41	20.5	188	94.0
4	11	5.5	199	99.5
8	1	0.5	200	100.0

INTENT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	146	73.0	146	73.0
1	40	20.0	186	93.0
2	11	5.5	197	98.5
8	3	1.5	200	100.0

EXPECTED	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	10	5.0	10	5.0
1	36	18.0	46	23.0
2	58	29.0	104	52.0
3	43	21.5	147	73.5
4	48	24.0	195	97.5
5	3	1.5	198	99.0
8	2	1.0	200	100.0

STATUS	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	124	62.0	124	62.0
1	71	35.5	195	97.5
8	5	2.5	200	100.0

ORIGIN	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	55	27.5	55	27.5
1	145	72.5	200	100.0

RESIDE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	37	18.5	37	18.5
1	160	80.0	197	98.5
8	3	1.5	200	100.0

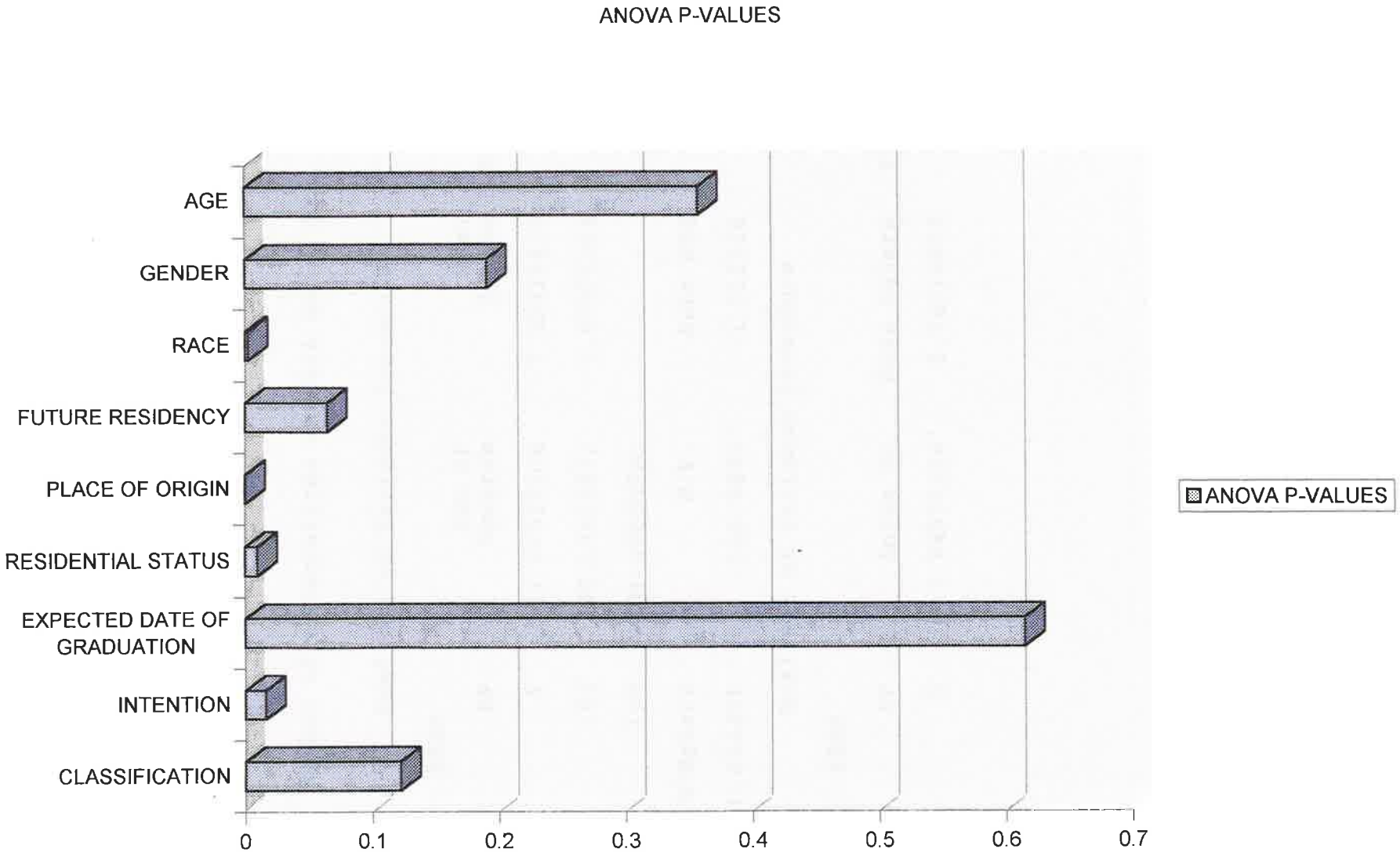
RACE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	106	53.0	106	53.0
1	40	20.0	146	73.0
2	49	24.5	195	97.5
3	3	1.5	198	99.0
8	2	1.0	200	100.0

GENDER	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	60	30.0	60	30.0
1	140	70.0	200	100.0

AGE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	67	33.5	67	33.5
1	98	49.0	165	82.5
2	34	17.0	199	99.5
8	1	0.5	200	100.0

RESPONSE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	111	55.5	111	55.5
1	48	24.0	159	79.5
2	11	5.5	170	85.0
3	18	9.0	188	94.0
4	12	6.0	200	100.0

APPENDIX D


ANOVA P-VALUES
AGE
GENDER
RACE
FUTURE RESIDENCY
PLACE OF ORIGIN
RESIDENTIAL STATUS
EXPECTED DATE OF GRADUATION
INTENTION
CLASSIFICATION
0
0.1
0.2
0.3
0.4
0.5
0.6
0.7
ANOVA P-VALUES

Analysis of Variance Procedure
Class Level Information

Class	Levels	Values
CLAS	6	0 1 2 3 4 8

Number of observations in data set = 200

Analysis of Variance Procedure

Dependent Variable: RESP

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	5	12.94593108	2.58918622	1.76	0.1225
Error	194	285.13406892	1.46976324		
Corrected Total	199	298.08000000			

R-Square	C.V.	Root MSE	RESP Mean
0.043431	140.9695	1.212338	0.86000000

Analysis of Variance Procedure

Dependent Variable: RESP

Source	DF	Anova SS	Mean Square	F Value	Pr > F
CLAS	5	12.94593108	2.58918622	1.76	0.1225

Analysis of Variance Procedure
Class Level Information

Class	Levels	Values
INT	4	0 1 2 8

Number of observations in data set = 200

Analysis of Variance Procedure

Dependent Variable: RESP

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	3	15.32703196	5.10901065	3.54	0.0156
Error	196	282.75296804	1.44261718		
Corrected Total	199	298.08000000			

R-Square	C.V.	Root MSE	RESP Mean
0.051419	139.6616	1.201090	0.86000000

Analysis of Variance Procedure

Dependent Variable: RESP

Source	DF	Anova SS	Mean Square	F Value	Pr > F
INT	3	15.32703196	5.10901065	3.54	0.0156

Analysis of Variance Procedure
Class Level Information

Class	Levels	Values
EXP	7	0 1 2 3 4 5 8

Number of observations in data set = 200

Analysis of Variance Procedure

Dependent Variable: RESP

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	6	6.73904950	1.12317492	0.74	0.6148
Error	193	291.34095050	1.50953860		
Corrected Total	199	298.08000000			

R-Square	C.V.	Root MSE	RESP Mean
0.022608	142.8643	1.228633	0.86000000

Analysis of Variance Procedure

Dependent Variable: RESP

Source	DF	Anova SS	Mean Square	F Value	Pr > F
EXP	6	6.73904950	1.12317492	0.74	0.6148

Analysis of Variance Procedure
Class Level Information

Class	Levels	Values
STAT	3	0 1 8

Number of observations in data set = 200

Analysis of Variance Procedure

Dependent Variable: RESP

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	2	13.78795093	6.89397547	4.78	0.0094
Error	197	284.29204907	1.44310685		
Corrected Total	199	298.08000000			

R-Square	C.V.	Root MSE	RESP Mean
0.046256	139.6853	1.201294	0.86000000

Analysis of Variance Procedure

Dependent Variable: RESP

Source	DF	Anova SS	Mean Square	F Value	Pr > F
STAT	2	13.78795093	6.89397547	4.78	0.0094

Analysis of Variance Procedure
Class Level Information

Class	Levels	Values
ORIG	2	0 1

Number of observations in data set = 200

Analysis of Variance Procedure

Dependent Variable: RESP

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	1	28.48125392	28.48125392	20.92	0.0001
Error	198	269.59874608	1.36160983		
Corrected Total	199	298.08000000			

R-Square	C.V.	Root MSE	RESP Mean
0.095549	135.6838	1.166880	0.86000000

Analysis of Variance Procedure

Dependent Variable: RESP

Source	DF	Anova SS	Mean Square	F Value	Pr > F
ORIG	1	28.48125392	28.48125392	20.92	0.0001

Analysis of Variance Procedure
Class Level Information

Class	Levels	Values
RESI	3	0 1 8

Number of observations in data set = 200

Analysis of Variance Procedure

Dependent Variable: RESP

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	2	8.16806306	4.08403153	2.78	0.0648
Error	197	289.91193694	1.47163420		
Corrected Total	199	298.08000000			

R-Square	C.V.	Root MSE	RESP Mean
0.027402	141.0592	1.213109	0.86000000

Analysis of Variance Procedure

Dependent Variable: RESP

Source	DF	Anova SS	Mean Square	F Value	Pr > F
RESI	2	8.16806306	4.08403153	2.78	0.0648

Analysis of Variance Procedure
Class Level Information

Class	Levels	Values
RACE	5	0 1 2 3 8

Number of observations in data set = 200

Analysis of Variance Procedure

Dependent Variable: RESP

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	4	24.27093826	6.06773457	4.32	0.0023
Error	195	273.80906174	1.40414903		
Corrected Total	199	298.08000000			

R-Square	C.V.	Root MSE	RESP Mean
0.081424	137.7870	1.184968	0.86000000

Analysis of Variance Procedure

Dependent Variable: RESP

Source	DF	Anova SS	Mean Square	F Value	Pr > F
RACE	4	24.27093826	6.06773457	4.32	0.0023

Analysis of Variance Procedure
Class Level Information

Class	Levels	Values
GEND	2	0 1

Number of observations in data set = 200

Analysis of Variance Procedure

Dependent Variable: RESP

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	1	2.57523810	2.57523810	1.73	0.1905
Error	198	295.50476190	1.49244829		
Corrected Total	199	298.08000000			

R-Square	C.V.	Root MSE	RESP Mean
0.008639	142.0533	1.221658	0.86000000

Analysis of Variance Procedure

Dependent Variable: RESP

Source	DF	Anova SS	Mean Square	F Value	Pr > F
GEND	1	2.57523810	2.57523810	1.73	0.1905

Analysis of Variance Procedure
Class Level Information

Class	Levels	Values
AGE	4	0 1 2 8

Number of observations in data set = 200

Analysis of Variance Procedure

Dependent Variable: RESP

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	3	4.85978356	1.61992785	1.08	0.3575
Error	196	293.22021644	1.49602151		
Corrected Total	199	298.08000000			

R-Square	C.V.	Root MSE	RESP Mean
0.016304	142.2232	1.223120	0.86000000

Analysis of Variance Procedure

Dependent Variable: RESP

Source	DF	Anova SS	Mean Square	F Value	Pr > F
AGE	3	4.85978356	1.61992785	1.08	0.3575

APPENDIX E

GRADUATE FROM PSU

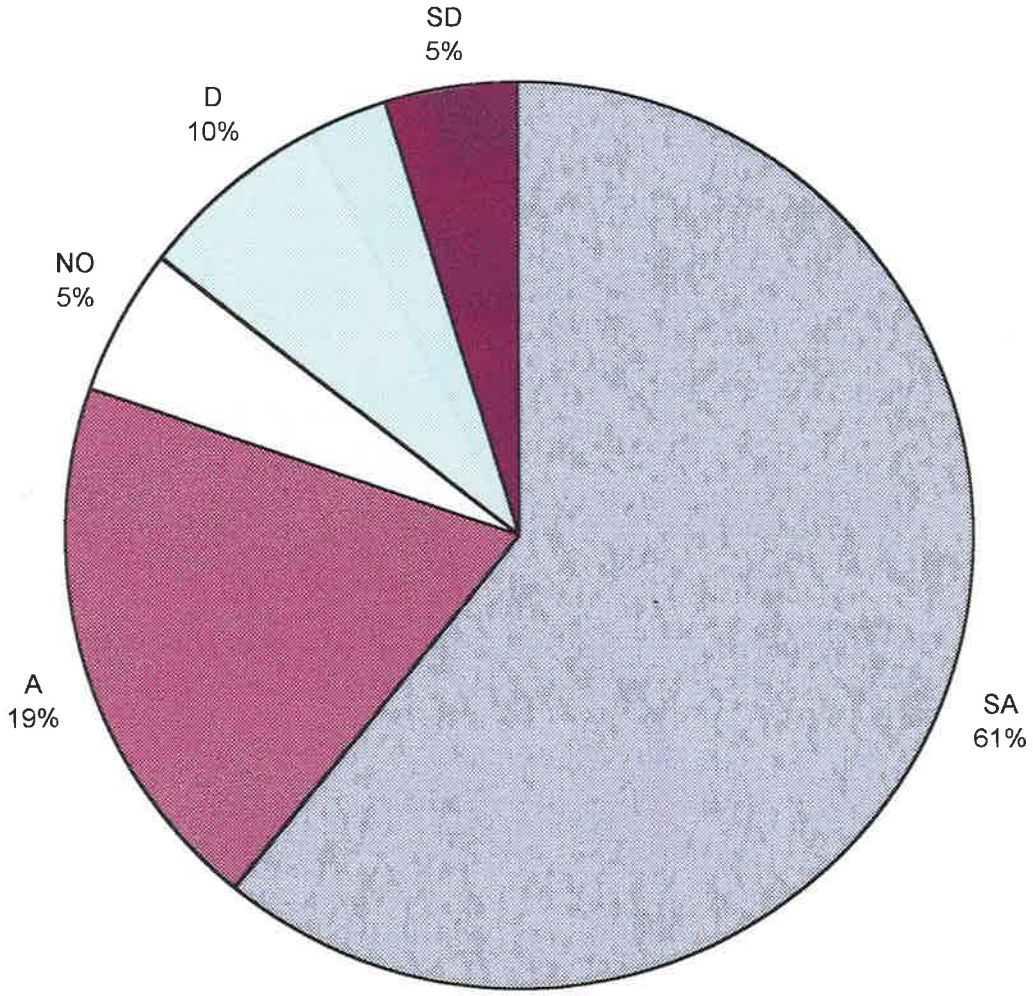


Chart2

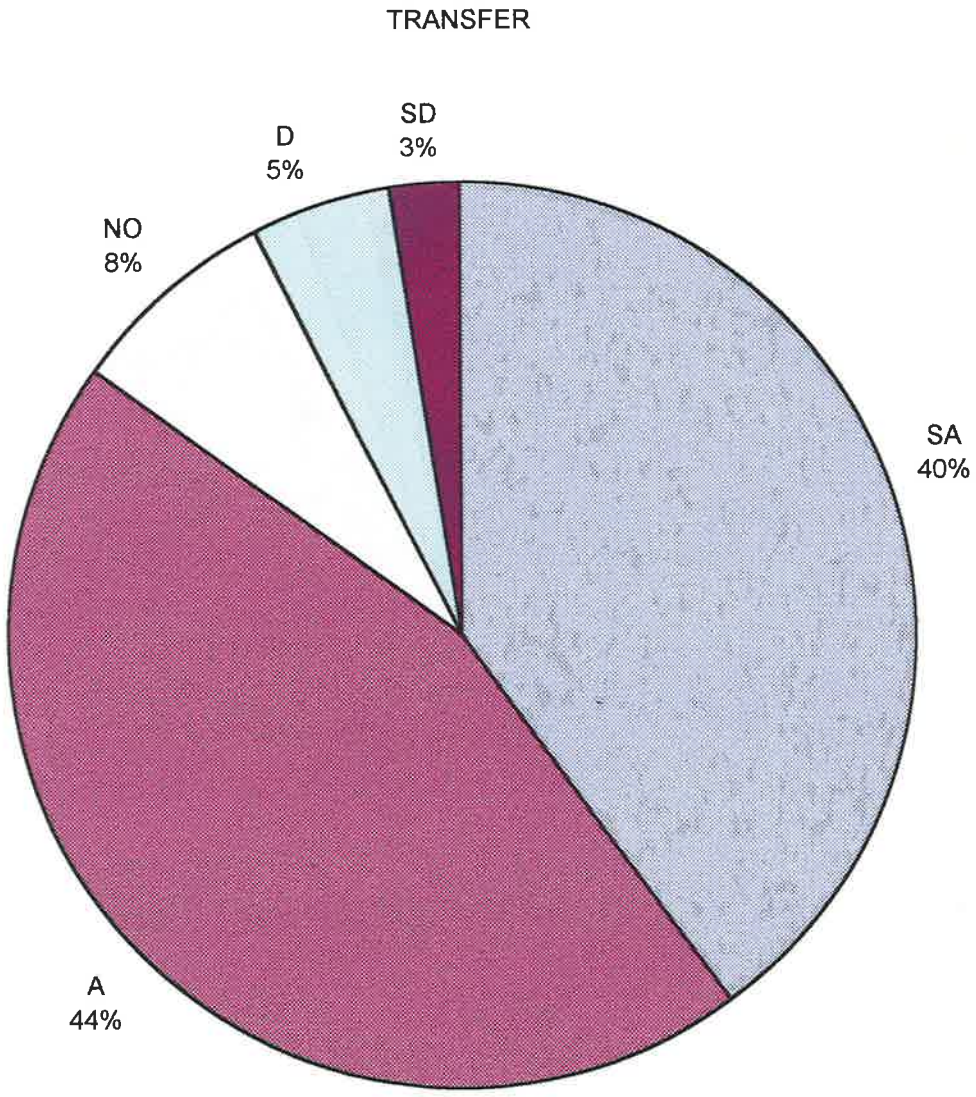


Chart1

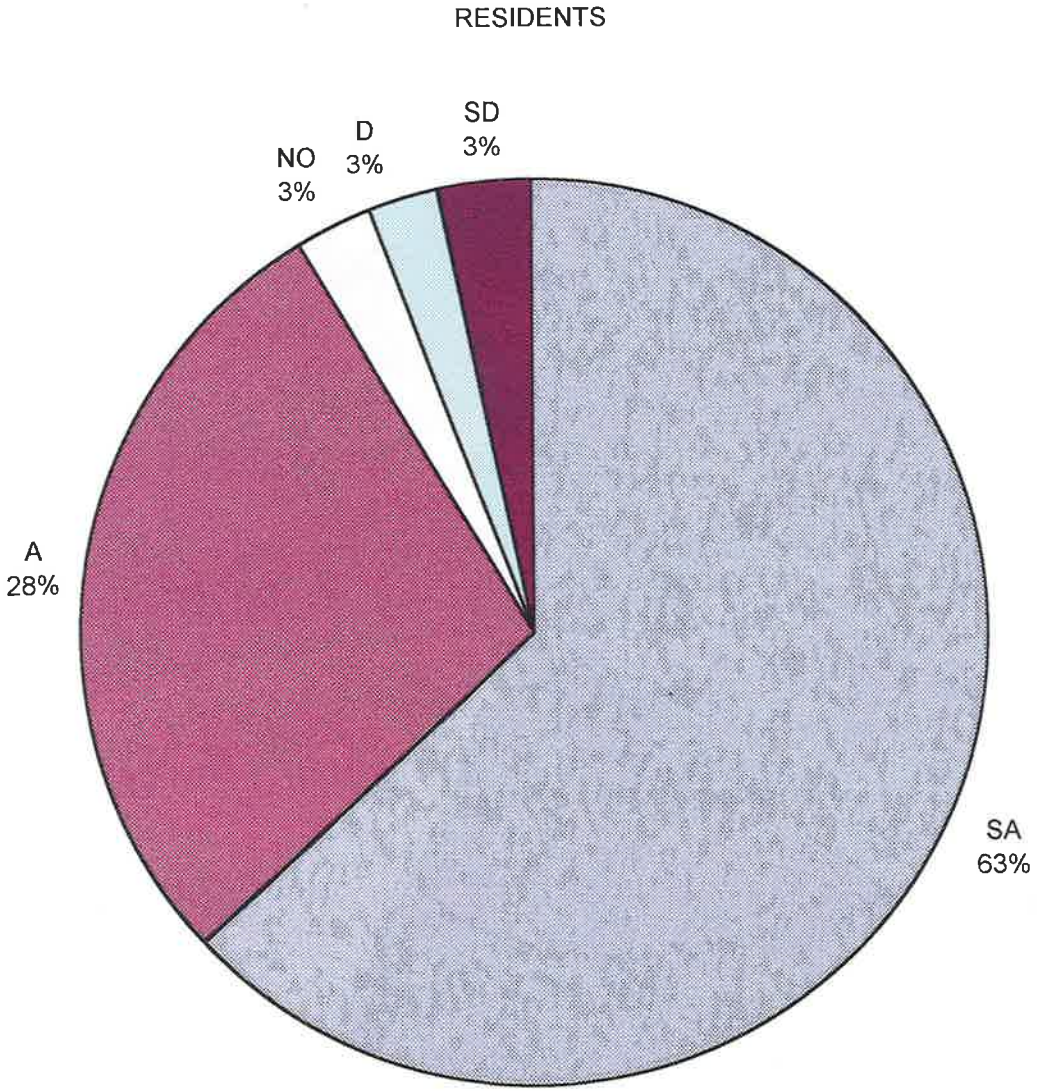


Chart2

COMMUTERS

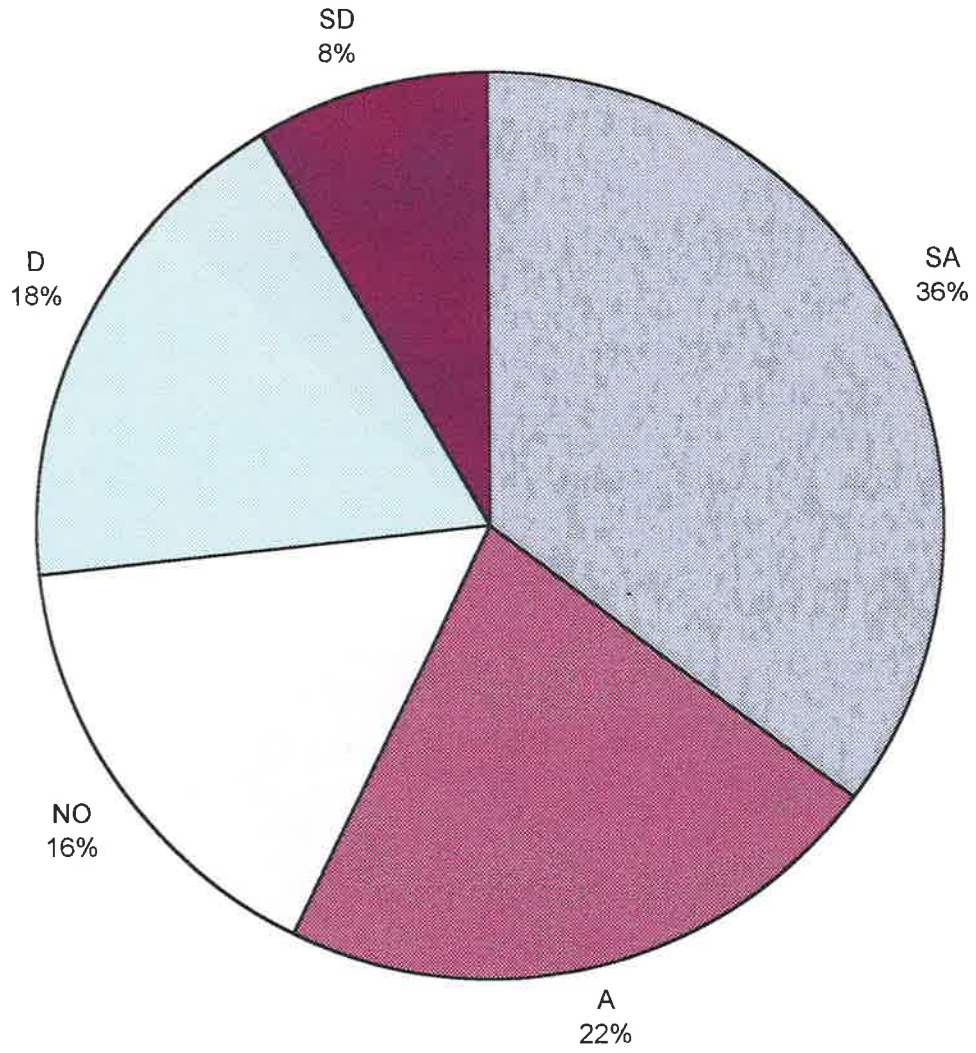


Chart1

FROM ROBESON COUNTY

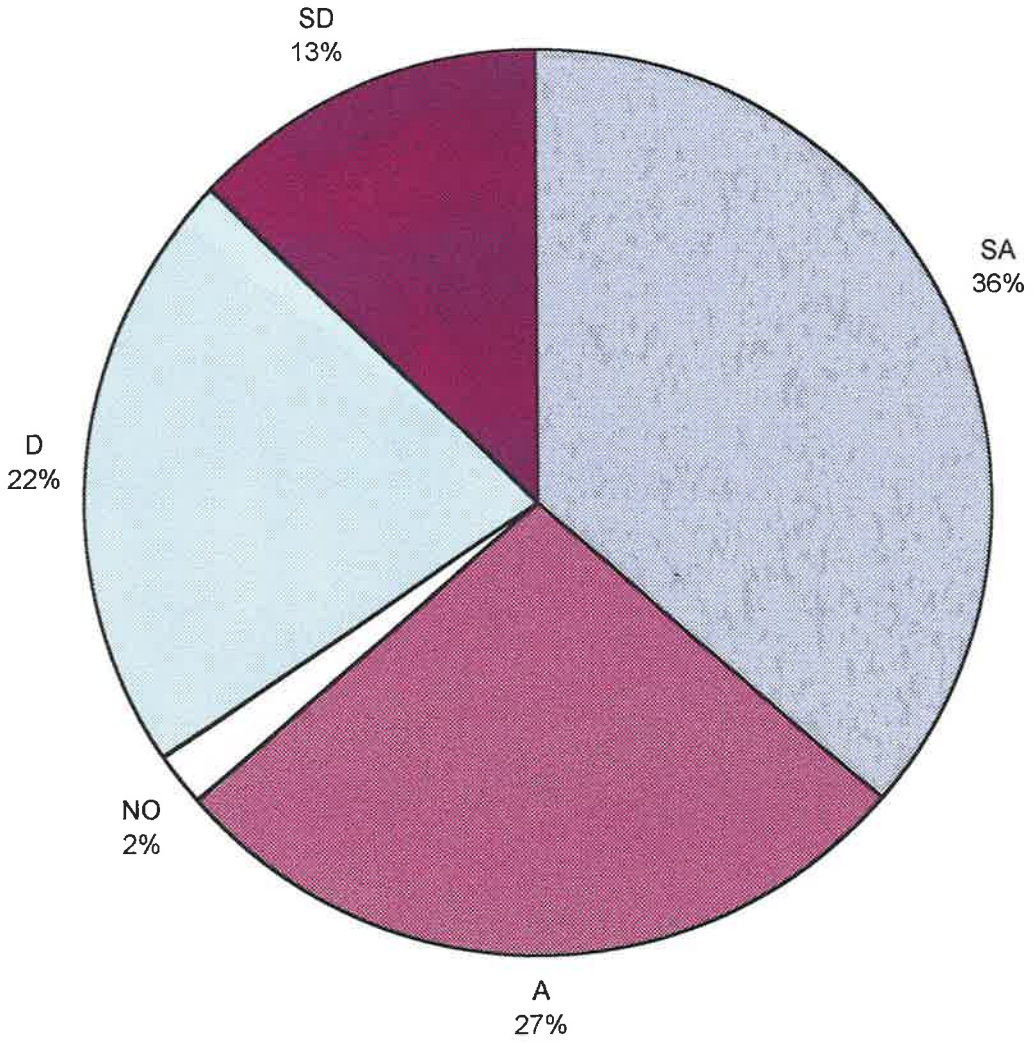


Chart2

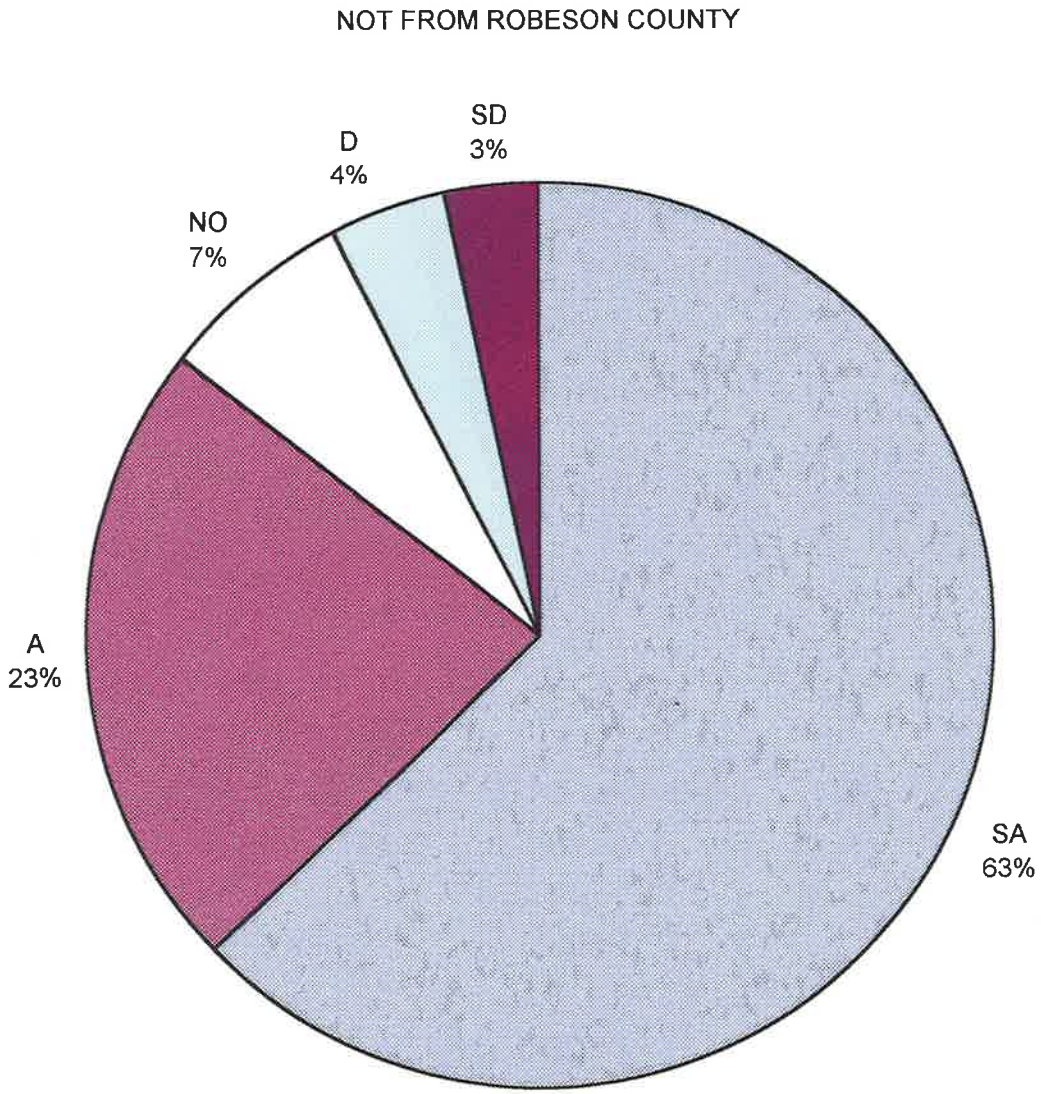


Chart1

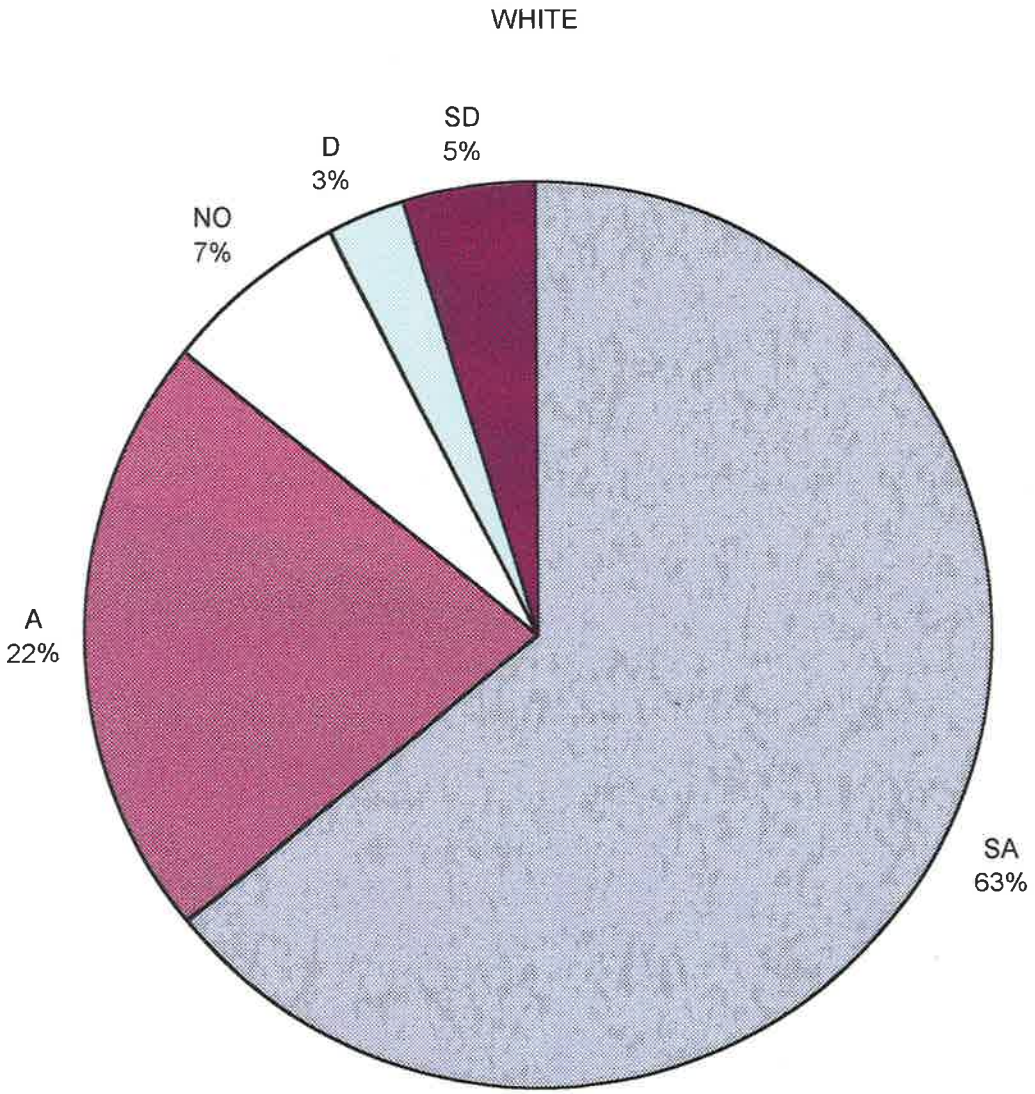


Chart2

BLACK

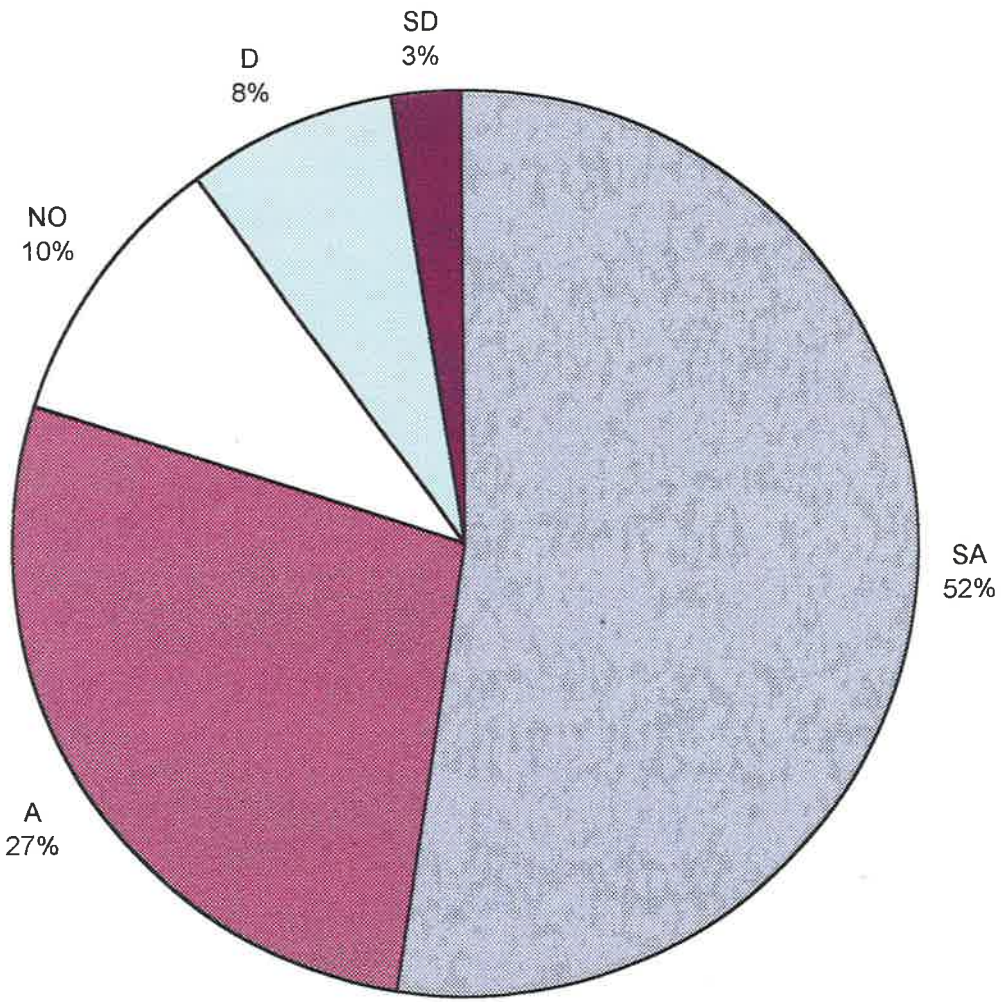


Chart3

NATIVE AMERICAN